
ASSURANCE OF LEARNING PLAN

2017-2022

**JUNE 30, 2017
WESTERN KENTUCKY UNIVERSITY**

I. INTRODUCTION	3
Committee membership at the beginning of this planning period	3
II. ASSURANCE OF LEARNING PROCESS	3
A. Mission and Objectives	4
Mission	4
Committee Objectives	4
B. Communication, Information and Data Flow	4
Figure 1: Curriculum Management and Assessment (Closing the Loop) Process	5
Figure 2. Curriculum Management Process	6
C. Assessment	6
D. Undergraduate Learning Goals and Objectives	7
Goals and Objectives	7
Table 1. Coverage of Undergraduate Learning Objectives in GFCB Core Classes and Business Tool Courses	9
Table 2. Assurance of Learning 5-year Undergraduate Assessment Timeline	10
E. Fall 2017 AOL Undergraduate Action Plan	11
F. MBA Learning Goals and Objectives	11
Goals and Objectives	11
Table 3. Coverage of Learning Objectives in MBA Core Courses	13
Table 4. Assurance of Learning 5-year MBA Assessment Timeline	14
G. Fall 2017 AOL MBA Action Plan	15
III. Closing the Loop Examples	16
A. Undergraduate Examples	16
Goal 1: Oral Communication	16
Goal 2: Ethical and legal Awareness	17
Goal 3: Critical and Strategic Thinking	18
Goal 4: Global Awareness	19
Goal 5: Discipline Knowledge	20
B. MBA Examples	21
Goal 1: Discipline Knowledge	21
Goal 2: Qualitative Reasoning	22
Goal 3: Quantitative Reasoning	23
Goal 4: Teamwork/Communication	24
Exclusive PMBA Goal: Global Awareness	24

ASSURANCE OF LEARNING PLAN 2017-2022

I. INTRODUCTION

Assurance of Learning (AOL) is part of continuous improvement processes in the Gordon Ford College of Business (GFCB). The GFCB AOL committee serves as the central organizational component that directs and oversees GFCB's assessment process. The committee is comprised of an AOL Coordinator and representatives from each department. Others with expertise in curriculum management and assessment may be asked to serve as well. The AOL Coordinator also serves as the quality control check for the College, assessing and reporting results.

Committee membership at the beginning of this planning period

	Role	First year of Service
Jean Snavelly	Coordinator	2015
Shane Spiller	Ex-officio, Continuous Improvement Committee Chair	2008
Whitney Peake	Ex-officio, Evidence and Argument Fellow	2016
Department Representatives		
Bob Hatfield	Associate Dean for Graduate Studies and Research/MBA Committee	2016
Allen Hunt	Accounting	2015
Thad Crews	Business Informatics/Computer Information Systems	2014
David Zimmer	Economics	2011
Ron Rhoades	Finance	2015
Ismail Civelek	Management	2017
Mary Jane Gardner	Marketing	2011

II. ASSURANCE OF LEARNING PROCESS

The Gordon Ford College of Business uses multiple means to implement a continuous improvement process for its academic programs. This section outlines the activities and responsibilities of all participants in the assurance of learning process (see Figure 1). The flow of information between the participants in the process is also described in this section.

AOL works with each individual program to assure a faculty-driven, robust process. The AOL process uses both direct and indirect assessment data. The AOL Committee is responsible for review of the assurance of learning process and outcomes for both the undergraduate and the MBA programs.

The AOL committee is guided by its mission, five-year plan, stakeholder input and objectives.

A. Mission and Objectives

Mission

The mission of the AOL committee is to ensure the college has appropriate learning goals and objectives consistent with the mission of the college, to periodically measure and analyze those goals and objectives, and to make recommendations for continuous curricular improvement to advance desired student outcomes.

Committee Objectives

1. Contribute to a robust curriculum management process
2. Assess each goal using direct and indirect measures
3. Report results and recommendations to the appropriate departments and curricula committees
4. Improve communication of results and recommendations
5. Review learning goals and objectives
6. Evaluate core curriculum content to ensure learning objectives are being covered
7. Produce an annual AOL report

B. Communication, Information and Data Flow

The Associate Dean for Faculty and Administration (ADFA) chairs the Undergraduate Curriculum Committee and is charged with ensuring that the undergraduate degree program maintains a continuous improvement plan.

The Associate Dean for Graduate Programs and Research (ADGR) currently serves ex-officio on the MBA Committee and is charged with ensuring that graduate degree programs maintain continuous improvement plans.

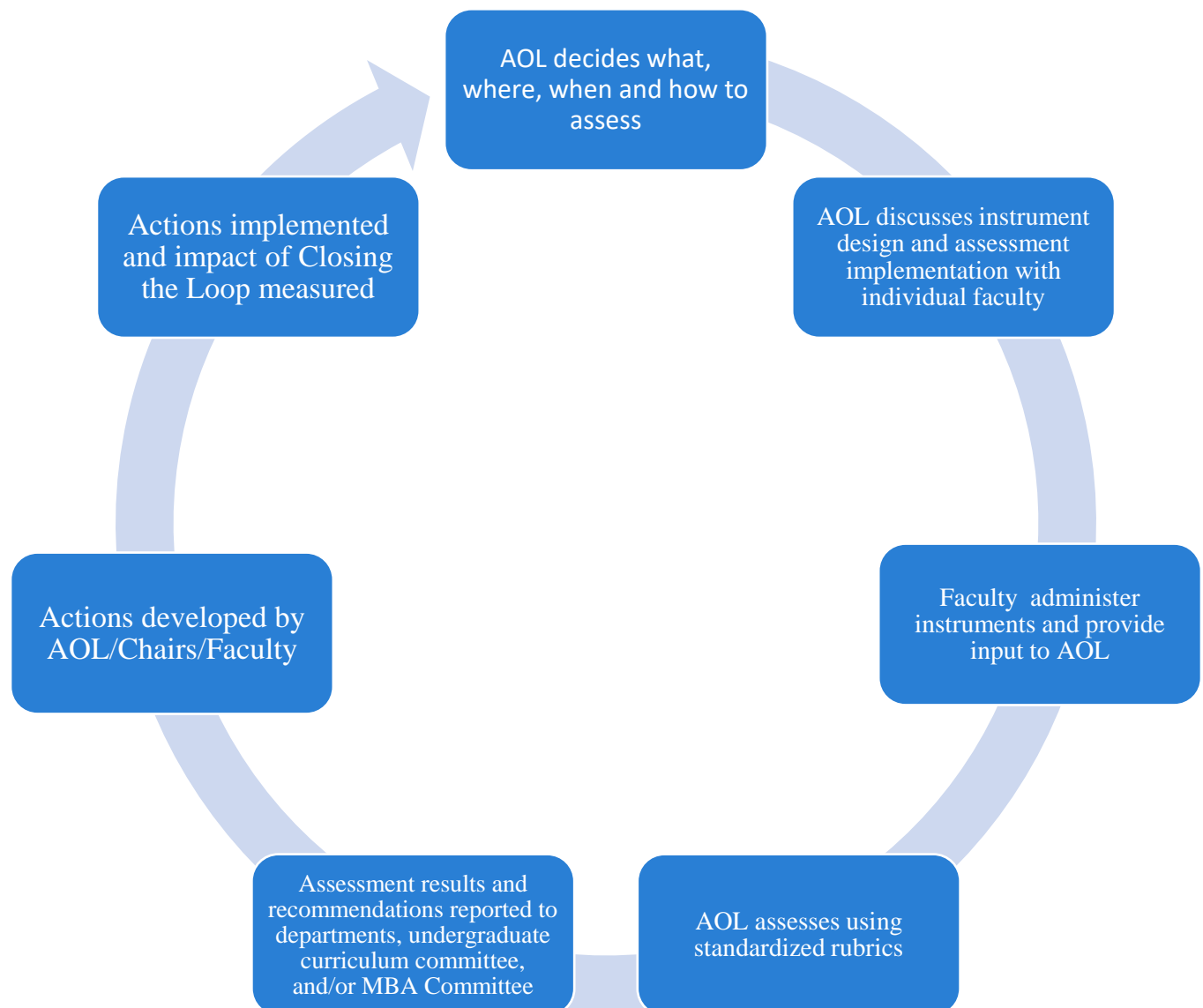
Department chairs are responsible for ensuring that an effective assurance of learning process is taking place in their respective departments and for fostering continuous improvement. They are responsible for creating a departmental curriculum committee that involves faculty in the development of program goals and assessment processes. They are accountable to the Dean, ADFA, and the ADGR.

The associate deans and department chairs make up the Gordon Ford College of Business Administrative Council (GFAC). This group is responsible for providing advice to the Dean and setting strategic direction for the College. Each year, an AOL report is presented to the GFAC detailing the activities of the AOL Committee for that year. GFAC receives reports and results from the AOL Committee and may make recommendations to the AOL Committee.

The Gordon Ford College of Business faculty is responsible for implementing curriculum changes for continuous improvement and assurance of learning. Faculty make recommendations to the AOL Committee on how to close the loop and are responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes to courses and the curriculum.

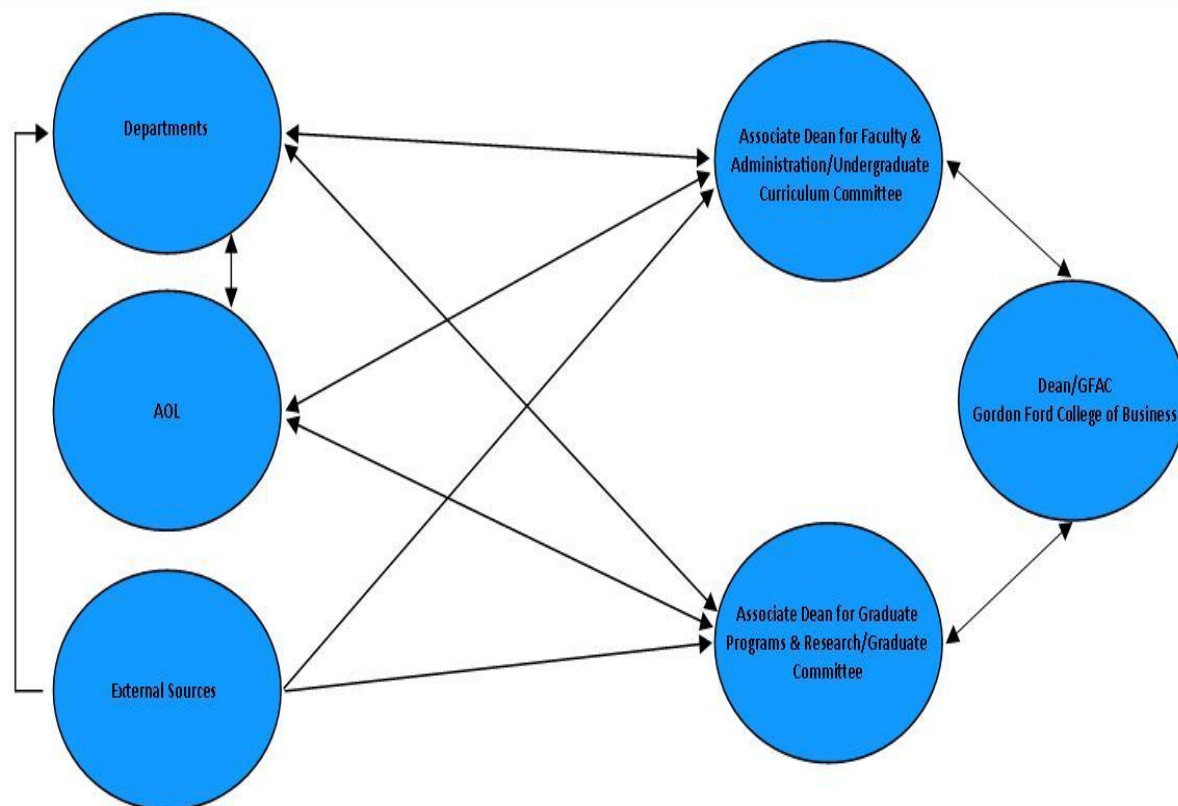
The following figure provides a general overview of the curriculum management and assessment process.

Figure 1: Curriculum Management and Assessment (Closing the Loop) Process



Communication among all continuous improvement stakeholders is imperative to a robust process. The process in the GFCB is illustrated in Figure 2.

Figure 2. Curriculum Management Process



C. Assessment

Goal assessments and closing the loop activities are generally driven by the AOL committee's mission, five-year plan, and feedback from stakeholders. The majority of direct assessments take place in MGT 498 (Strategy and Policy) and ENT 496 (Small Business Analysis & Strategy) using a pool of cases agreed on by the course instructors and compatible with GFCB rubrics. At least two AOL Committee members assess cases. Artifacts and results are stored on the GFCB cloud Drive in the AOL Committee file and on a USB drive held by the AOL Coordinator. Information stored on the cloud drive is available to all GFCB faculty. Discipline knowledge is assessed using a comprehensive in-house exam that is administered in a sample of senior

assessment classes in Management, Accounting and Finance. This is a 94-question exam derived from material covered in core courses that students are expected to know upon graduation. The exam is administered during a senior's final semester. The committee and capstone professors are exploring alternative ways to verify in-house test results.

Indirect measures of all learning goals are obtained from a survey of graduating seniors in which they are asked to rate on a scale from 1 to 5 with 5 being the highest rating whether they believe they demonstrate our desired outcomes. Indirect data may be gathered in a variety of other ways as well.

The AOL Committee oversees the assessment of each learning objective for the undergraduate and MBA programs. The learning goals are measured at least twice during a five-year period using direct and indirect measures which include: case studies, senior exit exams, embedded test questions, alumni surveys, student presentations and college surveys. At least two members of the AOL Committee carry out assessments and report results to the AOL Committee. The AOL Committee then discusses the results and reports those results back to the respective department faculty, department chairs, GFAC, and members of the GFCB Undergraduate Curriculum and MBA Committees. Actions are developed by faculty and department chairs with consideration of AOL recommendations. Actions are then implemented and re-assessed.

D. Undergraduate Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Bachelor of Science degree with an emphasis in Accounting, Business Information Systems, Economics, Finance, Management, or Marketing. The six major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the college's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the college. The following goals and objectives have been approved by GFCB faculty.

Goals and Objectives

Goal 1: Communication

Our students will be able to communicate effectively in written and oral forms

Objectives 1-5

1. Our graduates will be able to present information in a coherent and organized manner
2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates will be able to write using proper grammar and syntax

Goal 2: Legal and Ethical Awareness

Our students will demonstrate an awareness of legal and ethical issues in business and society

Objectives 6-8

6. Our graduates will recognize legal issues in business contexts

7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking

Our students will demonstrate strategic problem solving skills using integrated business knowledge

Objectives 9-11

9. Our students will be able to identify business problems.
10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models.
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions.

Goal 4: Global Awareness

Our students will be able to explain the increasingly integrated world economy and the forces behind this integration

Objectives 12-13

12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge

Objective 14

14. Students will be able to pass an exam of discipline concepts and terms

Each department reviewed coverage of these learning objectives for core courses in their discipline in Spring 2017 to serve two purposes: 1) validate the learning goals and objectives are appropriate and 2) ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all undergraduate business majors. Coverage of these outcomes in core courses is indicated in Table 1.

Table 1. Coverage of Undergraduate Learning Objectives in GFCB Core Classes and Business Tool Courses

	Communication	Legal and Ethical Awareness	Critical and Strategic Thinking	Global Awareness	Discipline Knowledge
ACCT 200		1	2		3
ACCT 201			2		3
CIS 141					3
CIS 243	2	1			3
ECON 202			2		3
ECON 203			2	3	3
ECON 206			3		3
FIN 330	1	3	2		3
MGT 200	2	3	3	2	3
MGT 210	2	2	3	2	3
MGT 314	1	1	3	3	3
ENT 496	3	1	3		3
MGT 498	3	1	3	3	3
MKT 220	1	2	1	1	3
COMM 145	3				
MATH 116					

1= Learning goal is introduced but not covered extensively

2= Learning goal is covered but is not expansive

3= Learning goal is a major part of the course curriculum

Undergraduate Core Classes

ACCT 200 - Financial Accounting

ACCT 201 - Managerial Accounting

CIS 141 - Basic Computer Literacy

CIS 243 - Principles of Management Information Systems

ECON 202 - Principles of Microeconomics

ECON 203 - Principles of Macroeconomics

ECON 206 - Statistical Analysis

FIN 330 - Principles of Financial Management

MGT 200 - Legal Environment of Business

MGT 210 - Organization and Management

MGT 314 - Operations Management

MKT 220 - Basic Marketing Concepts

ENT 496 - Small Business Analysis & Strategy *or*

MGT 498 - Strategy & Policy

Undergraduate Tool Courses

COMM 145 Fundamental Speaking/Communication

MATH 116 College Algebra

The five-year plan for undergraduate assessment is included in Table 2. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 2. Assurance of Learning 5-year Undergraduate Assessment Timeline

		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Goals and Objectives				Review							
Rubrics					Review						
Goal 1: Communication											
	Oral	Direct*	Data		Data			Data			Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data
	Written	Direct*	Data	Data	Data	Data	Data	Data	Data	Data	Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 2: Ethic and Legal											
		Direct*		Data			Data			Data	
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 3: Critical Thinking											
		Direct*	Data		Data			Data			Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 4: Global Awareness											
		Direct*		Data			Data			Data	
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 5: Discipline Knowledge											
		Direct†	Data	Data	Data	Data	Data	Data	Data	Data	Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data

*Data collected in MGT 498 and ENT 496

**Data collected using survey of graduating seniors

†Data collected using in-house exam administered to a sample of graduating seniors

E. Fall 2017 AOL Undergraduate Action Plan

1. Communicate learning goals to be evaluated in 2017-2018.
2. Evaluate results from data collected from ENT 496 (Goal 1: Written communication and Goal 2: Legal and ethical awareness) and MGT 498 (Goal 1: Written communication, Goal 2: Legal and ethical awareness, Goal 3: Critical and Strategic Thinking, and Goal 4: Global awareness).
3. Communicate results from evaluations to GFCB CC, GFAC, and AOL Committee members.
4. Develop remedies/recommendations based on evaluations with input from affected stakeholders.
5. Schedule recording of presentations in all delivery methods of ENT 496 and MGT 498.
6. Identify an appropriate case for evaluating Goal 3: Critical thinking in all delivery methods of ENT 496 and MGT 498.
7. Update the AOL web site with a new undergraduate 5-year plan.
8. Collect discipline knowledge results from 499 courses.

F. MBA Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Master of Business Administration (MBA) with three alternative delivery methods: 1) Full-time, 2) On-line or 3) Professional MBA. MBA learning goals were revised in Fall 2015 to reflect input from a survey of MBA stakeholders (faculty, professionals, and faculty) which indicated a need to update the appropriate outcomes for graduates of the MBA program. Objectives were revised in Fall 2016 to better reflect how to measure current learning goals. The following learning goals and objectives were approved by the AOL and MBA Committees.

Goals and Objectives

Learning Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Objective 1

1. Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2. Qualitative Reasoning:

MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Objectives 2 and 3

2. Graduates will be able to identify and analyze organizational problems.
3. Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3. Quantitative Reasoning

MBA graduates will apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Objectives 4 and 5

4. Graduates will effectively analyze business data using modern techniques and tools.
5. Graduates will present quantitative data and analysis and communicate it in an effective manner.

Learning Goal 4. Teamwork/Communication

MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Objectives 6 and 7

6. Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.
7. Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness:

Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the US and other nations which impact business.

PMBA Objectives E1 and E2

- E1. PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.
- E2. PMBA graduates will identify international business practice similarities and differences.

Graduate faculty and department chairs reviewed coverage of these learning objectives for all courses in their discipline in Fall 2016 to ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all MBA business students. Coverage of these outcomes in core courses is indicated in Table 3.

Table 3. Coverage of Learning Objectives in MBA Core Courses

	BA 510	BA 511	BA 513	BA 515	BA 517	BA 519	BA 590
LEARNING OBJECTIVE	Organization Behavior	Economics	Information Technology	Accounting	Marketing	Finance	Strategy
1. Discipline Knowledge	3	3	3	3	3	3	3
2. Qualitative Reasoning	2	3	2	3	3	3	3
3. Quantitative Reasoning			3	2	1	3	
4. Teamwork/Communication	3		2	3	2	2	3
E. Global Awareness (PMBA only)	3				1		3

- 1 Learning goal is introduced but not covered extensively
- 2 Learning goal makes up a larger portion of course coverage but is not expansive
- 3 Learning goal is a major part of course curriculum

The five-year plan for MBA assessment is included in Table 4. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 4. Assurance of Learning 5-year MBA Assessment Timeline

	2017 Sum	2017 Fall	2018 Spr	2018 Sum	2018 Fall	2019 Spr	2019 Sum	2019 Fall	2020 Spr	2020 Sum	2020 Fall	2021 Spr	2021 Sum	2021 Fall	2022 Spr
Learning Goals Objectives					Review										
Learning Goal								Refine/Implement							
Discipline Knowledge*															
Full-time		Data			Data			Data			Data			Data	
PMBA		Data			Data			Data			Data			Data	
Online		Data			Data			Data			Data			Data	
Qualitative Reasoning**															
Full-time	Data			Data			Data			Data			Data		
PMBA	Data			Data			Data			Data			Data		
Online		Data			Data			Data			Data				
Quantitative Reasoning†															
Full-time			Data			Data			Data			Data			Data
PMBA		Data				Data			Data			Data			Data
Online			Data			Data			Data			Data			Data
Teamwork/Communication††															
Full-time	Data		Data	Data			Data		Data	Data		Data	Data		
PMBA	Data			Data			Data			Data			Data		
Online	Data				Data			Data			Data				Data
PMBA - Global Awareness⁺															
	Data			Data			Data			Data			Data		

*Assessed using ETS Field Tests

**Assessed with embedded case/game in BA 590

†Assessed in BA 513 using a project/case

††Assessed using teamwork self-reporting results

⁺Assessed using report in BA 580

G. Fall 2017 AOL MBA Action Plan

1. Communicate which goals are being evaluated in 2017-2018.
2. Evaluate results from data collected from BA 513 (Goal 3: Quantitative Reasoning) and BA 590 (Goal 1: Discipline Knowledge, Goal 2: Qualitative Reasoning, and Goal 4: Teamwork/Communication).
3. Communicate results from evaluations to GFCB CC, GFAC, and AOL Committee members.
4. Develop remedies/recommendations based on evaluations with input from stakeholders.
5. Collect data from BA 513 PMBA (Goal 3: Quantitative Reasoning).
6. Collect ETS Field Results for all delivery methods, evaluate, communicate results, and develop remedies/recommendations, if needed.
7. Update the AOL web site with a new MBA 5-year plan.

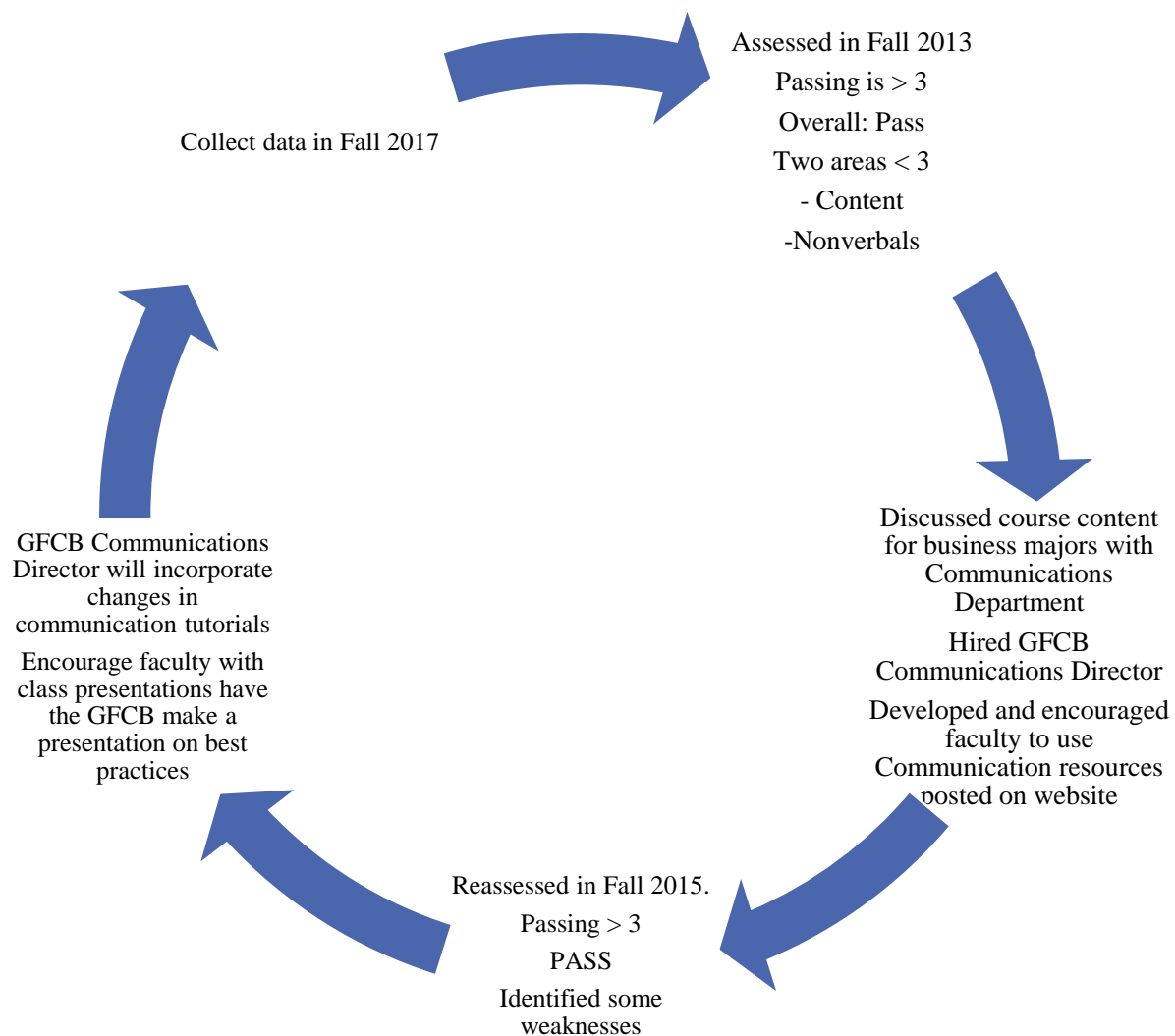
III. Closing the Loop Examples

A. Undergraduate Examples

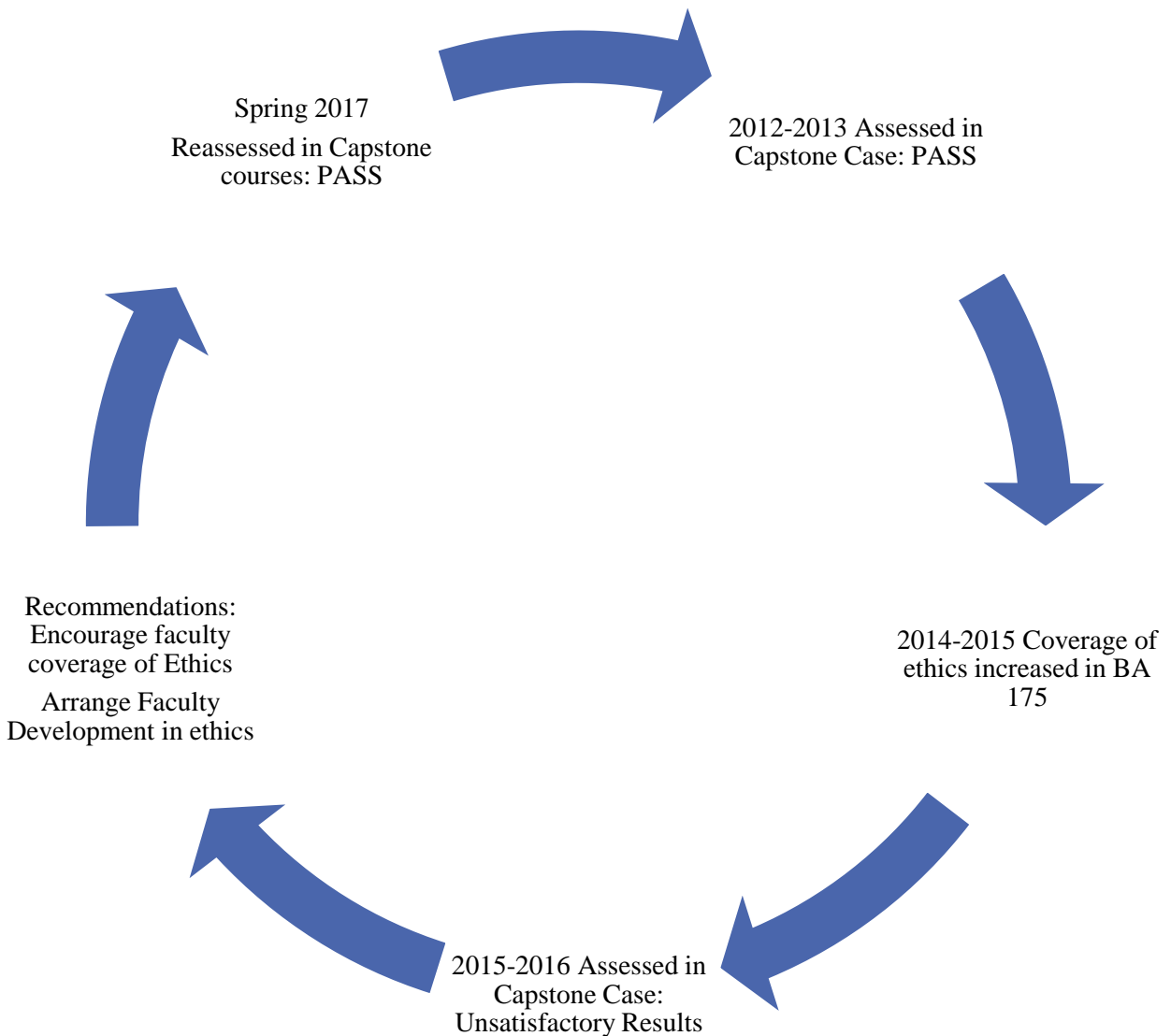
Note: Indirect measures of all learning goals using a student survey of graduating seniors indicate that students believe they possess desired characteristics and are happy with the GFCB program.

The following closing-the-loop examples report direct measures of performance.

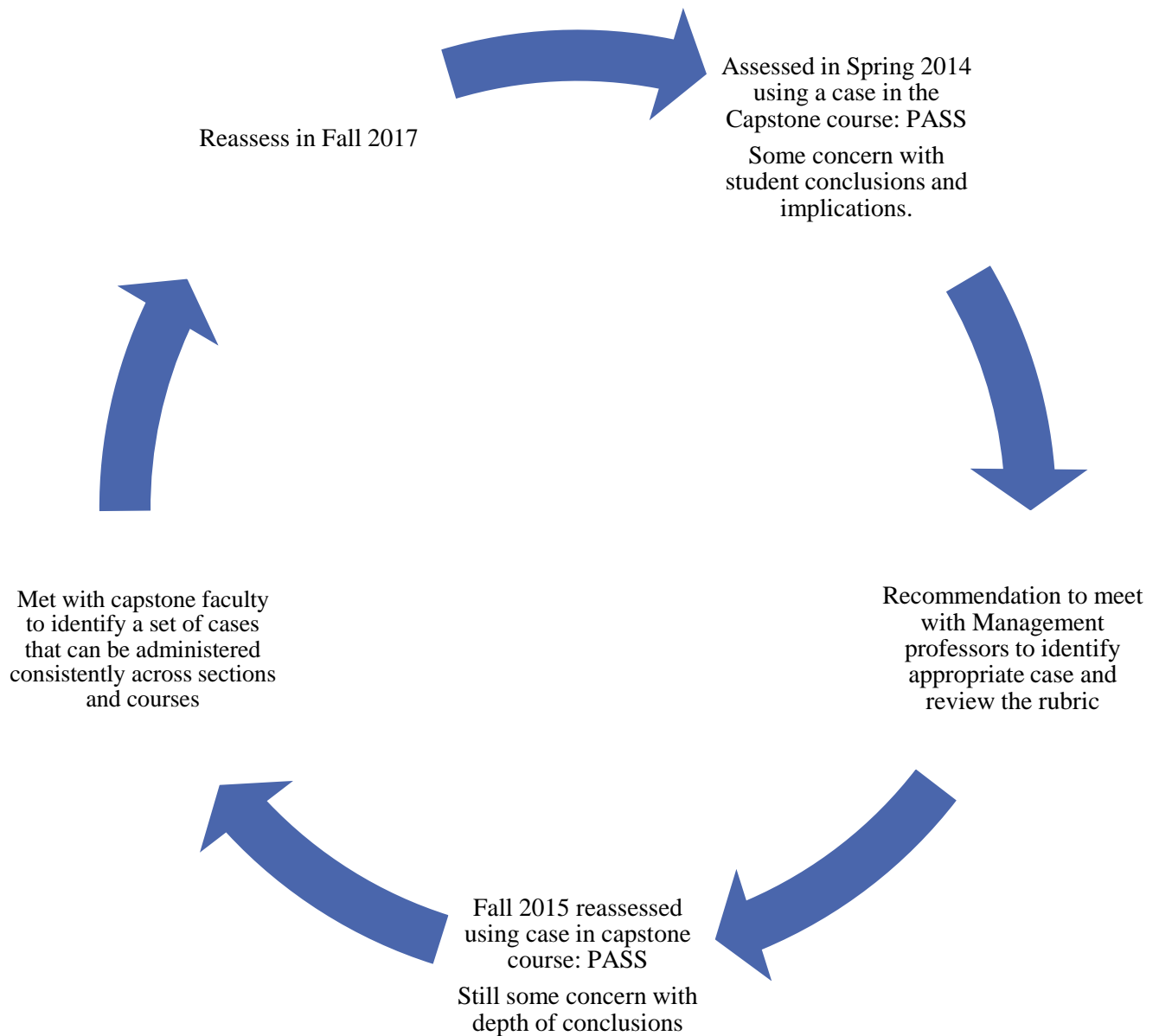
Goal 1: Oral Communication



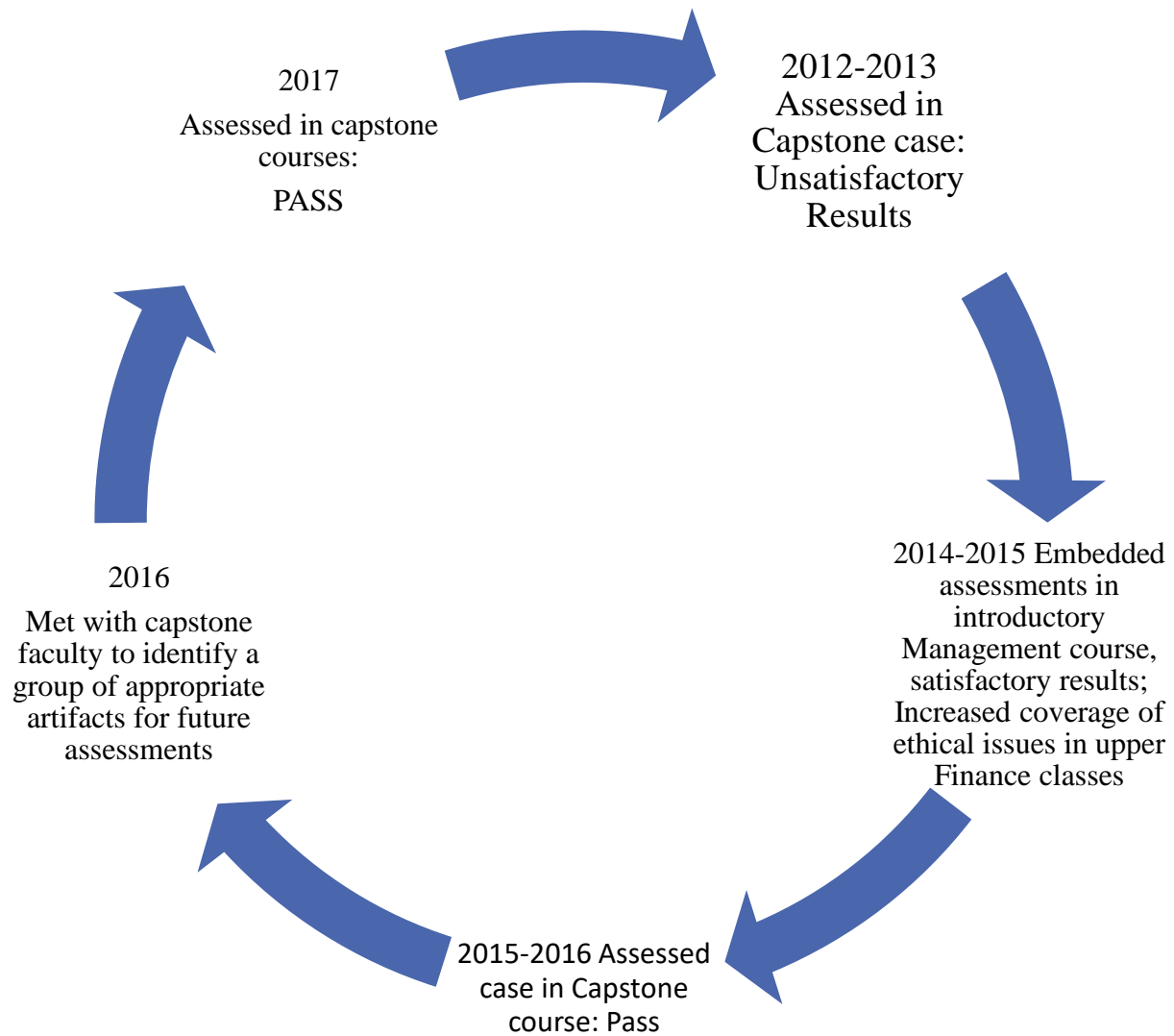
Goal 2: Ethical and legal Awareness



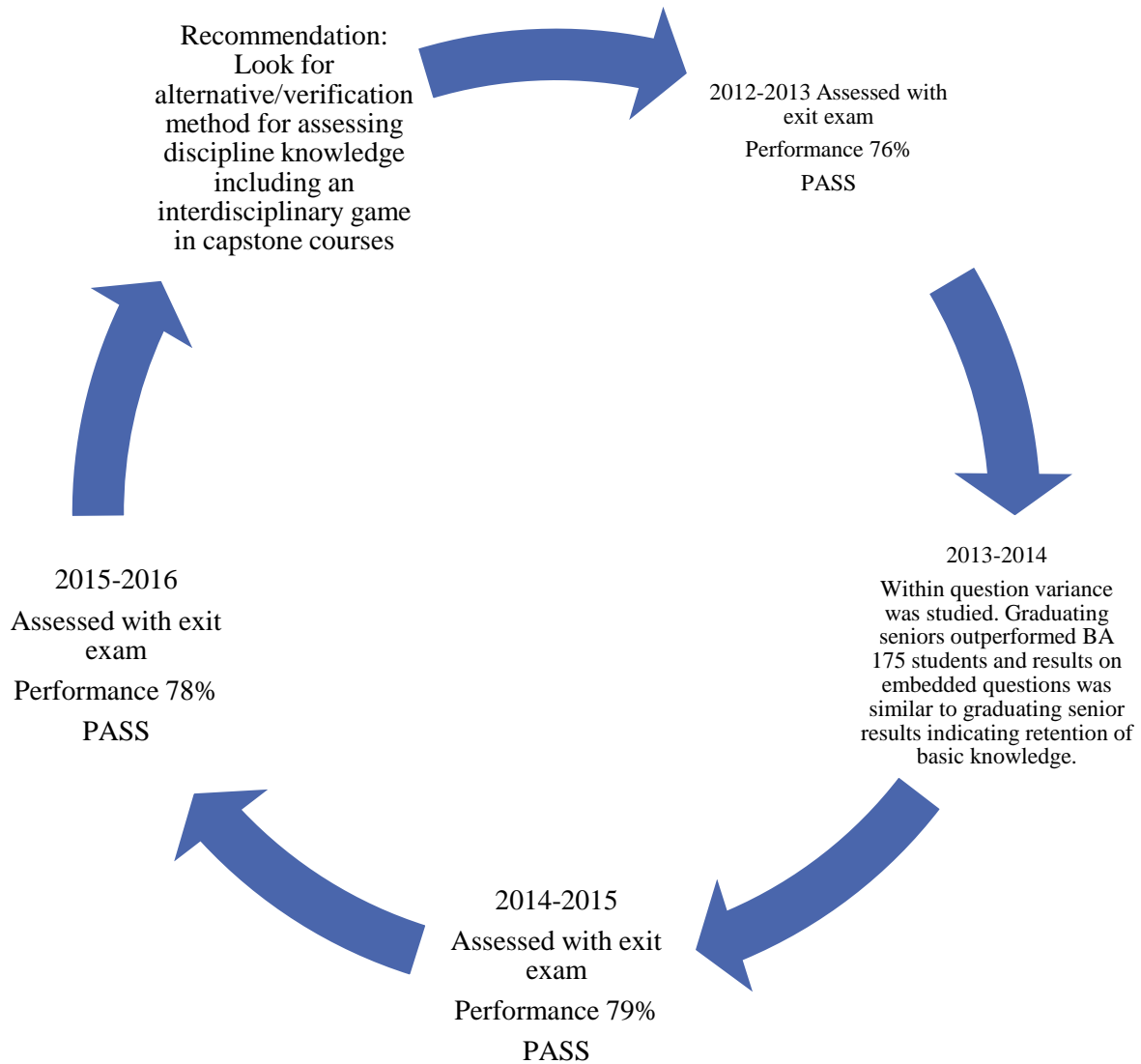
Goal 3: Critical and Strategic Thinking



Goal 4: Global Awareness



Goal 5: Discipline Knowledge



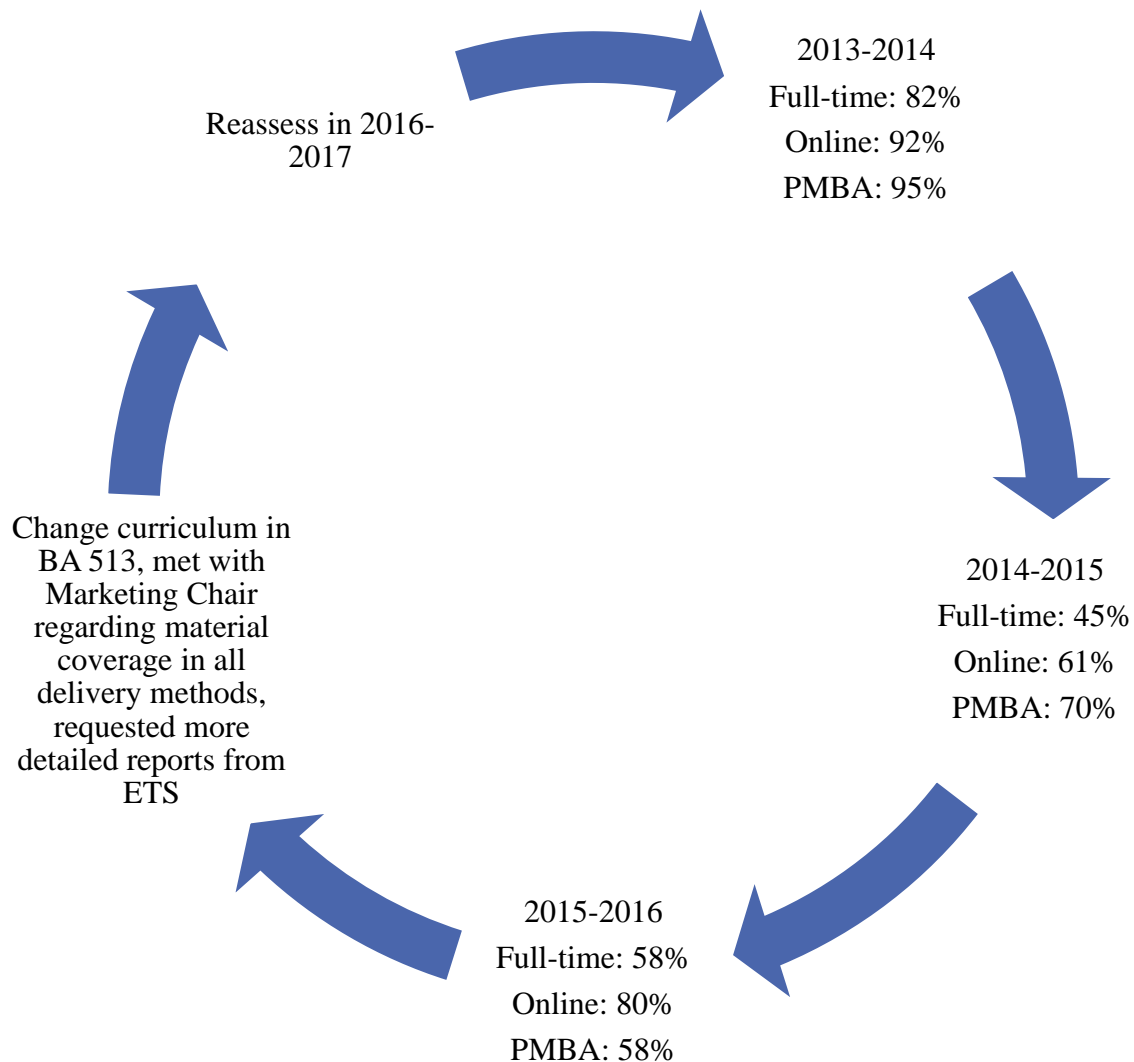
B. MBA Examples

Note: Indirect measures using survey results from MBA graduates indicate students consistently believe that they have and demonstrate characteristics desired for MBA graduates.

The following closing-the-loop examples report direct measures of performance.

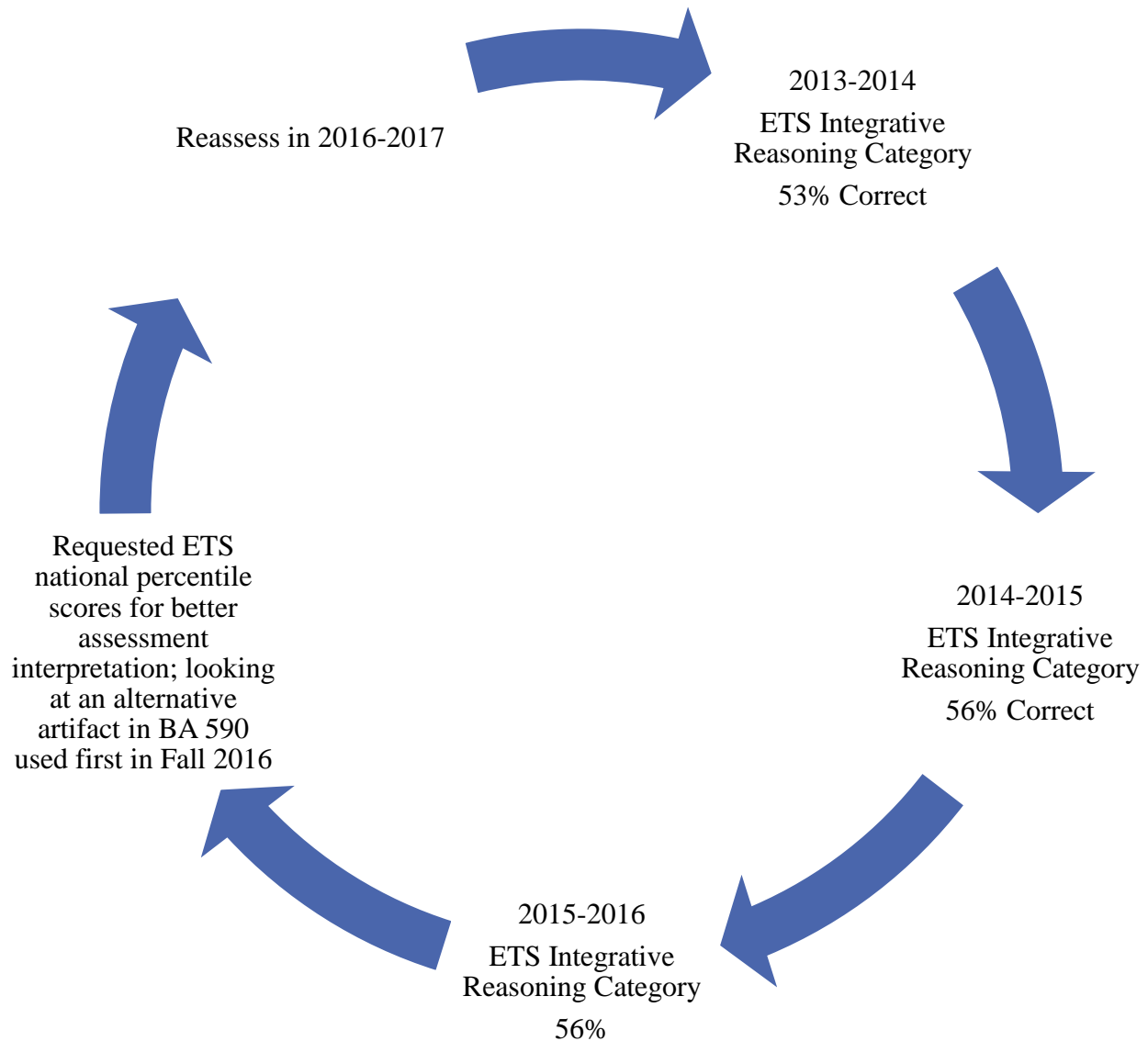
Goal 1: Discipline Knowledge

Assessment measure is ETS performance for each delivery method relative to results for all test takers nationwide.



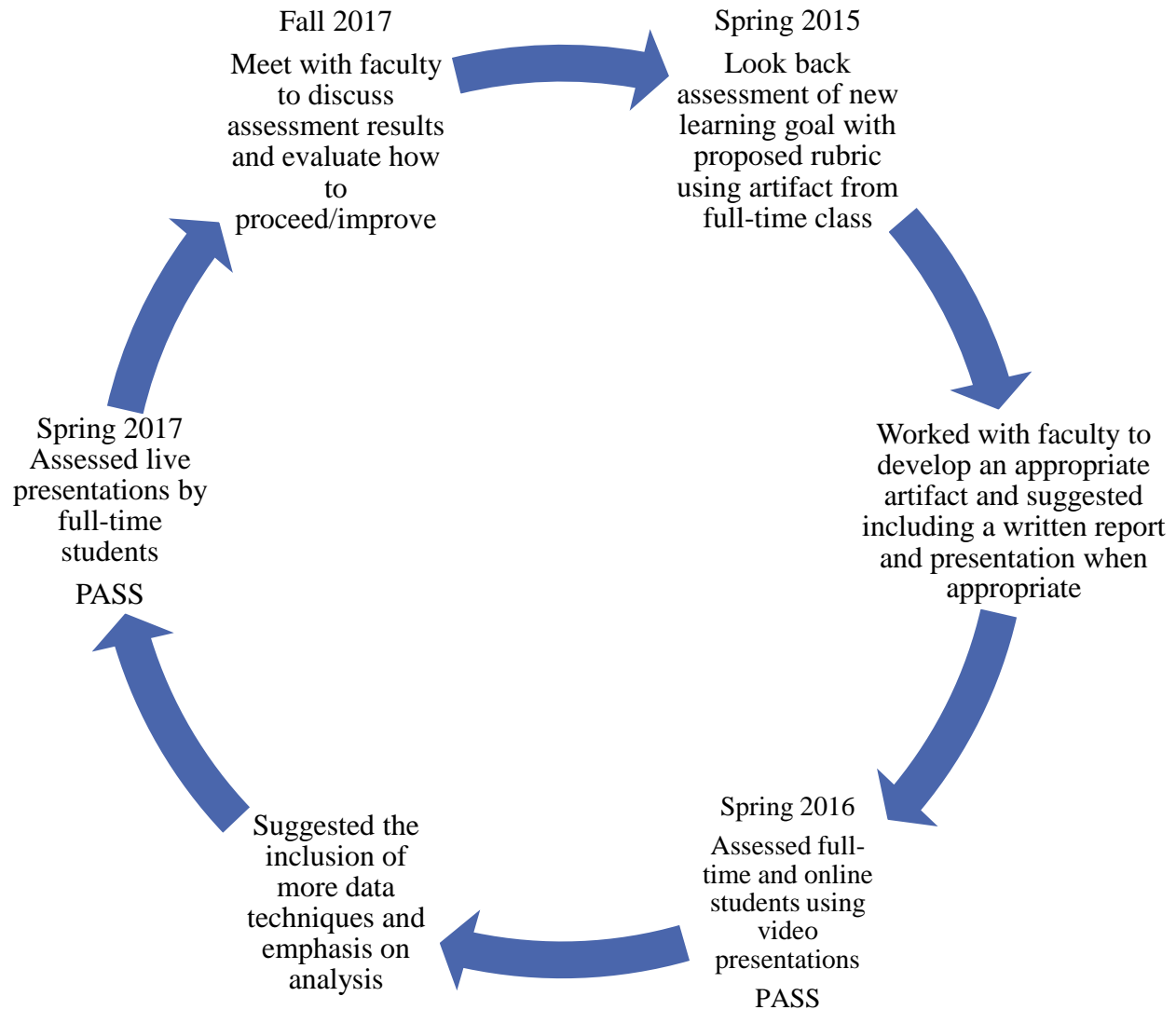
Goal 2: Qualitative Reasoning – All delivery methods

Assessment uses results for Integrative Reasoning portion of the ETS exam. The following are the percent of all questions answered correctly by WKU MBA students. There is no comparison to results for other institutions.



Goal 3: Quantitative Reasoning

Assessment of quantitative reasoning uses student presentations of a data project which includes identifying data bases, cleaning, analyzing and presenting results in a useful format for business purposes/decisions.



Goal 4: Teamwork/Communication

The teamwork goal is measured using self-assessments based on the GFCB teamwork rubric. While there are periodic students who do not display all of the desired teamwork characteristics, MBA graduates are consistently satisfied with their teamwork experiences and rate teammates higher than the expected 3.5/5 desired performance.

Exclusive PMBA Goal: Global Awareness

Results are based on the assessment of individual essays of study abroad experiences.

